

School-based Plan on the Use of English Enhancement Grant for Primary School (2010-2012)

Name of the school: **S.R.B.C.E.P.S.A. Ho Sau Ki School**

I. Present state of school

SWOT & KISS analysis:

Strength	<ul style="list-style-type: none"> - effective use of PLP programme in KS1 and language support service to support school-based curriculum in KS2 - joining the speaking fair with other schools in Tuen Mun to develop the pupils' speaking skills 	Keep	<ul style="list-style-type: none"> - development of the NET to continue developing the school-based reading and writing curriculum (PLP programme) in KS1 - keeping the English Ambassador Scheme to develop pupils' motivation to speak English
Weakness	<ul style="list-style-type: none"> - based on TSA results, the internal assessment and the teachers' observation, students are weak in writing(lack of vocabulary to express ideas and unfamiliar to different text types) - enhance teachers' knowledge in doing vocabulary teaching and process writing - with wide range of learner diversity(SEN, ADHD, dyslexia) 	Improve	<ul style="list-style-type: none"> - setting up the class corner to cultivate learner independence in students - developing pupils' writing skills and strengthening students' vocabulary learning to help them write in class
Opportunity	<ul style="list-style-type: none"> - provision of a small class environment in P1-P3 creates more space for cultivating independent learning inside class 	Stop	-drilling exercises
Threat	<ul style="list-style-type: none"> - competition from neighbouring schools 	- Start	<ul style="list-style-type: none"> - deploy ELTA to promote an English language rich environment and conduct extra-curricular activities such as drama and folk song groups - training teachers vocabulary teaching and building up students' vocabulary skills to support reading and writing

II. A holistic school-based plan

a. 2009-2010 Proposal for ‘English Curriculum Development’ in the school

1. Develop a balanced and coherent school-based English Language Education curriculum that caters for the diverse needs of learners
2. To enhance team-building and experience-sharing among teachers

b. Proposal for ‘School-based Plan on the Use of English Enhancement Grant for Primary School

- A. To improve teaching and learning of vocabulary to support reading and writing in KS1 & to cultivate learner independence in students through setting up the class English corner
- B. To develop students’ writing ability through process writing and by introducing different text types in KS2
- C. To cater the diverse needs of our students through supporting the less-able students in KS2

III. Implementation details of the proposed measures:

A.) To improve teaching and learning of vocabulary to support reading and writing in KS1 & to cultivate learner independence in students through developing vocabulary bank and setting up the class English corner

Proposed Measure	Benefits anticipated and how they can be sustained	Time scale (month/year)	Methods of progress monitoring and evaluation	Resources required
<p>1. The Core Team trace out the development of vocabulary learning (themes and topics) in P.1-3</p> <p>1.1. Developing vocabulary bank system with the computer software. (Audio-lingual software)</p> <p>Picture and soundtrack of each vocabulary in different themes and topics will be posted on the website.</p>	<p>Teachers find out the suitable themes and topics for students</p> <p>1.1 students regular use the software to check the pronunciation of the words.</p> <p>They can revise the vocabulary at home.</p> <p>Teachers will use the website to introduce the vocabulary in the lessons.</p>	<p>1. Aug 2010</p>	<p>1. Regular panel meetings to develop, implement and review the effectiveness of the curriculum and to maintain a connection between the vocabulary learning, reading and writing and the GE curriculum.</p> <p>1.1 Analysis the use of the software by the students (number of times the pupils that pupils use)</p>	<p>-Resources for English Corner (Scrabble, books, etc)</p> <p>-vocabulary note book</p> <p>-workshop for teachers</p> <p>-software</p> <p>-vocabulary (flash card)</p>

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<p>The core team will select the vocabulary that is frequently used by P1-3 pupils. The core team will often have meetings with the software company how to tailor-made the software for our school. The core team will also invite the NET or ELTA of our school to record the sound track for us. Thus, pupils can hear the intonation and the accent of the native speaker. This will also develop their listening skills. Pupils can also access the website as they are doing the reading and writing programmes. If they don't know how to pronounce the words as they read the passage, they can access the website immediately to check the correct pronunciation. On the other hand, when they are doing the writing exercises, teachers can also assess the website to helps pupils to look for the vocabulary that related to the</p>	<p>The website can be owned by school for long-term use. Teachers are able to add or drop any contents at any time.</p>		<p>The software can record the number of times that pupils use the webpage. Teachers will monitor the website regularly. Teachers will encourage them to access the website either at home or at school during recess and lunchtime.</p>	

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<p>certain topics</p> <p>The main theme will be chosen in the text book. E.g. animals- zebra, elephants ...</p> <p>Pupils with no internet access at home are encouraged to use during recess or lunchtime.</p> <p>The English Panel will introduce the use of the website in the morning assembly. Also, the English class teachers will take pupils to the computer room. Pupils will have the opportunities to use the website.</p> <p>It will help to cater individual differences. The less able pupils can access the website as they need. They can listen to the words, as many times as they wish until they know the correct pronunciation. Because the parents in our school</p>				

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<p>mainly come from mainly Mainland China. They do not know English at all. We have uploaded the sound track of the dictation pieces for each level at our school websites. Parents find the sound track is very useful. This helps them to do the revision at home with their children. Pupils need much support at home too. It will also develop self-access learning. The vocabulary website will also be introduced at Parents' Day. We will let parents know how to access the website as well.</p>				
<p>2. Building up a vocabulary learning environment Core team will check pupils' copies regularly to check whether they use the notebook properly. Pupils can also take the notebook and read the newly learnt vocabulary to teachers, NET or ELTA during recess, morning assembly or lunchtime to enhance their learning. Some</p>		<p>2. P1,2- Oct 2010 – Jan 2011; P.3 – Feb 2011 – May 2011 Vocabulary-building will be conducted in the first year Process Writing part will be conducted in the second year.</p>	<p>2.1. Analysis of pupils' vocabulary checklist (numbers of words that pupils recognize) 2.2 Photo taking of the setting of the English print rich school campus and put it on the websites of our school</p>	<p>A core team will include 4 local English teachers and the NET. They will be taken off the line. The supply teacher and the ELTA will</p>

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<p>stickers or teachers' signatures will be given as rewards. This will help to foster their motivation to learn English</p> <p>2.1. Making a vocabulary note-book for students to keep the words learnt</p> <p>2.2. Displaying English words matching themes and topics in the textbook in the corridor</p> <p>2.3. Setting up the English corner with self-access learning materials in each class: e.g. scrabbles, crossword puzzles, dominos, card games, books</p> <p>In class and post exams activities those related to the themes and topics can be seen as below</p> <p>2.3.1. Teachers introduce resources to the users of the corner in the class</p>	<p>2.1. students' regular use of the vocabulary note-book to keep the newly learnt words</p> <p>2.2. school campus enriched with English print for vocabulary learning</p> <p>2.3. 60% of the students enjoy learning in English Corner</p> <p>2.3. 60% of pupils are willing to take part in vocabulary learning activities</p>	<p>2.2.P1,2- Oct 2010 – Jan 2011; P.3 – Feb 2011 – May 2011</p>	<p>2.3. Teachers' observation on the effectiveness of the English Corner</p>	<p>take about 30 and 15 lessons respectively. If 0.5 teacher will be employed. The core team member will include two teachers only. 2 classes will be released. There are about 18 lessons. However, the core team will discuss the school-based curriculum with the other English teachers at the co-planning meetings on</p>

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<p>2.3.2. Encourage the stronger pupils in class to visit the corner when they finish the class assignment to cater the individual differences.</p> <p>2.4. The core team organizes scrabbles, crossword puzzle competitions as post exam activities for P.1-3. Theme and topics will be chosen as pupils have learnt in the lessons.</p>				<p>every Friday. Therefore, more teachers can be involved in the school-based curriculum development.</p>
<p>3. Enhancing teachers' capacity to teach vocabulary</p> <p>3.1. Hiring service provider to conduct a training programme on vocabulary teaching for teachers</p> <p>3.2. Add reference material related to vocabulary teaching (e.g. books, teaching resource books into the library)</p>	<p>3.1 80% of the teachers finding the programme are useful and practicable</p> <p>3.2. Teaching ideas from the reference materials used in the lesson planning and materials development</p>	<p>3. Aug & Sept 2010</p>	<p>3.1. Post-workshop teacher questionnaire on the effectiveness of the programme</p> <p>3.2. Peer lesson observation on particular skills learnt to see the teaching skills developed</p>	<p>The service provider will provide the workshops for teachers to enhance the skills of vocabulary teaching for teachers. The core team will meet regularly in every week to discuss the</p>

Proposed Measure	Benefits anticipated and how they can be sustained	Time scale (month/year)	Methods of progress monitoring and evaluation	Resources required
				issues mentioned in the proposal

B. To develop students' writing ability through process writing and by introducing different text types in KS2

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<p>1. Invite language experts to give PD workshop to teachers on how to explicit teaching of process writing skills</p> <p>2. The core team develops the school-based writing curriculum</p> <p>2.1. Improve school-based writing curriculum specifying what text types (e.g. recount, diary, picture description, letters, etc.) and process writing skills to cover (pre-writing, post writing, self-correction, etc)</p> <p>2.2. Develop writing resource packages containing teaching plans and worksheets on the target text types (6 text types for each level)</p> <p>The ELTA can promote the language rich environment at school. He/She will have mainly conduct the speaking and writing activities with P4-P6 pupils in collaboration with teachers. Since the NET will conduct the Primary</p>	<p>1. 80% of teachers find the workshop useful</p> <p>2. 80% of the teachers find the packages useful and enhance their skills in teaching writing Teachers are willing to use the packages in the future to enhance pupils' writing skills.</p>	<p>1. June & July 2011</p> <p>2.1.(P.4) Oct 2011-Jan 2012 (4 text types will be developed)</p> <p>2.2.(P.5,6)Feb 2012-May 2012</p> <p>The core team will spend first half of the academic to develop the process writing packages for P.4 and spend the second half of the academic year to develop the writing packages for P.5 and 6. With the experience gained from the first half of the year, we hope that the progress for the second half-year will be quite smooth.</p>	<p>ELTA</p> <p>Supply teacher</p> <p>0.5 supply teacher will be employed. He/She will teach 2 English Classes totally 18 lessons</p> <p>If the supply teacher does not have the qualification to teach English subject, the supply teacher will then teach Chinese subject. Our English teachers at school will teach more English subjects instead. For example, some of our teachers will teacher Both Chinese and English subjects. Next year, those teachers will only teach English subject.</p>	<p>1. Post workshop survey on the effectiveness of the training programme</p> <p>2. Survey on the effectiveness of the writing packages</p>

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<p>Literacy Programme with P1-P3 pupils. The ELTA will also conduct the extra curricular activities at school such as the drama, folk song, etc. to arouse pupils' interest in learning English</p>			<p>The supply teacher will take up their Chinese lessons. The English lessons of the core team member can also be released. The qualification of the Supply Teacher and the ELTA is Degree graduates with TESL qualification</p>	
<p>3.Align the assessment items in the writing assessment paper with classroom writing</p>	<p>3. 50% of students getting a pass mark in the English assessment writing papers Pupils will be able to use different text types and will develop the writing skills</p>	<p>3. Jan 2012 & June 2012</p>	<p>3.Assessment results in the writing papers to check students' mastery of the writing skills taught</p>	
<p>4. Add reference material related to process writing (e.g books, teaching</p>	<p>4. Teaching ideas from the reference</p>	<p>4. Jun & July 2011</p>	<p>4. Peer lesson observation on</p>	

Proposed Measure	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources required	Methods of progress – monitoring and evaluation
resource books into the library)	materials used in the lesson planning and materials development		particularly process writing skills	

C. To cater the diverse needs of our students through supporting the less-able students in P4-6

Proposed Measure	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources required	Methods of progress – monitoring and evaluation
<p>1. Invite experts to give a PD workshop to teachers on how to cater diverse needs of our students The service provider will provide a workshop on the catering individual differences for teachers.</p> <p>2. To differentiate the curriculum</p> <p>2.1. The core team tailors the core curriculum- process writing for supporting the less-able students. In each class there are about 5 Special Education Needs students (Autism, Hyper-active, Learning Difficulties,etc...)</p> <p>2.2. The core team designs graded worksheet of the process writing packages to support the less-able students.</p> <p>6 text types for each level (P.4-P.6)</p> <p>3. to explore a variety of strategies to cater for the learners’ differences</p> <p>3.1. asking different levels of questions and giving constructive feedback in the process writing packages.</p>	<p>1. 80% of teachers find the workshop useful</p> <p>2.1. teachers’ strategies on tailoring the curriculum improved</p> <p>2.2.Designing graded worksheet with 4 skills</p> <p>3. 80% of the students showed interest in their learning</p>	<p>1. June & July 2010</p> <p>2. (P.4): Oct 2010-Jan 2011, (P.5,6): Feb 2011- May 2011</p> <p>3. (P.4): Oct 2010-Jan 2011, (P.5,6): Feb 2011-May 2011</p> <p>The graded worksheet will be</p>	<p>We have contacted the service provider called CECES to conduct the workshop for us.</p>	<p>1. Post workshop survey on the effectiveness of the training programme</p> <p>2. Review on the effectiveness of the catering individual differences curriculum within the panel</p> <p>3. teachers’ observation on students’ performance in learning (e.g. interest and attitude in learning)</p>

Proposed Measure	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources required	Methods of progress – monitoring and evaluation
3.2. using co-operative learning strategies		related to the process writing		
4. Align the assessment items in the assessment paper	4. 50% of the less-able students getting a pass mark in the English assessment	4. Jan 2011 & June 2011		4. Assessment results in the papers
5. Add reference catering individual differences material (e.g. books, teaching resource books into the library)	5. Teaching ideas from the reference materials used in the lesson planning and materials development	5. Jun & July 2010		5. Peer lesson observation on particularly catering individual differences

III. Targets to be attained

A. Vocabulary bank will be developed & print-rich environment will be created for P1-3. This will help to enhance pupils' vocabulary –building skills. They will use the vocabulary in P4-6 to develop their writing skills. This will also help to develop the school-based curriculum.

B. Process Writing Packages will be developed for P.4-6. This will help to enhance pupils' writing skills. This will also help to develop the school-based curriculum.

C. Graded Worksheets for the pupils with different abilities to cater the individual differences. This will also help to develop the school-based curriculum.

IV. Budget

Measures/Activities to be funded by the scheme	Estimate Cost
1. 0.5 supply teacher The university graduates and with TESL is required	\$210,000 (\$10,000 × 10 months × 2 years × MPF)
2. ELTA (Part-time) The university graduates and with TESL is required	\$210,000 (\$10,000 × 10 months × 2 years × MPF)
3. Resources for the English Corner(scrabbles, dominos, word games, board games, books, etc) This supports the vocabulary building learning in P.1-3	\$ 18,000 (\$ 2,000 × 9 Classes)
4. Professional Development Workshop (Process writing, vocabulary building, cater individual differences)	\$ 24,000 (\$ 8,000 × 3 workshops) Each workshop will be lasted for about three hours 1 Process Writing Workshop (3 hours) 1 Vocabulary building (3 hours) 1 Catering individual differences (3 hours) The price was quoted by the organization that we contacted
5. Reference Books (Vocabulary building, Process Writing & Catering Individual differences)	\$ 12,000 Vocabulary Building - \$4000 Process Writing - \$4000 Catering Individual Differences - \$4000
6. Building the vocabulary bank software (making the vocabulary bank software with pictures and sound tracks of related themes and topics)	\$ 26,000 (The price that was quoted by the software company that we contacted)

Total \$500,000

V. Cash Flow

School year	Year 2010-2011	Year 2011-2012
Cash requirement	\$ 250,000	\$250,000